

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



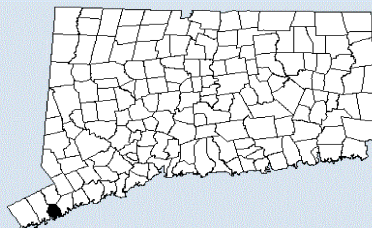
Darien School District

Dr. Stephen Falcone, Superintendent • 203-656-7400 • www.darienps.org

District Information

Grade Range	PK-12
Number of Schools	7
Enrollment	4,929
Per Pupil Expenditures ¹	\$17,061
Total Expenditures ¹	\$83,515,095

¹Expenditure data reflect the 2012-13 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,380	48.3	48.3
Male	2,549	51.7	51.6
American Indian	9	0.2	0.2
Asian	182	3.7	4.6
Black or African American	25	0.5	12.9
Hispanic or Latino	185	3.8	21.2
Pacific Islander	0	0.0	0.0
White	4,498	91.3	58.4
Two or More Races	30	0.6	2.3
English Language Learners	15	0.3	5.7
Eligible for Free or Reduced-Price Meals	39	0.8	37.3
Students with Disabilities ¹	557	11.3	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	89	3.8	*	*
Male	85	3.4	*	*
Black or African American	*	*	*	*
Hispanic or Latino	7	3.8	*	*
White	158	3.6	65	1.4
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	27	4.6	21	3.1
District	174	3.6	68	1.3
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 5

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Darien School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	333.2
Paraprofessional Instructional Assistants	62.2
Special Education	
Teachers and Instructors	65.8
Paraprofessional Instructional Assistants	58.0
Administrators, Coordinators and Department Chairs	
District Central Office	7.7
School Level	34.6
Library/Media	
Specialists (Certified)	9.0
Support Staff	4.5
Instructional Specialists Who Support Teachers	21.0
Counselors, Social Workers and School Psychologists	26.3
School Nurses	12.0
Other Staff Providing Non-Instructional Services/Support	149.1

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	3	0.6	1.0
Black or African American	4	0.8	3.5
Hispanic	10	2.0	3.6
Native American	0	0	0.1
White	489	96.6	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.7
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.0	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	*	*	*	*
White	70	22.9	147	46.7
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A
Students with Disabilities	0	0	*	*
District	76	22.9	159	46.5
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	21	47.7
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	140	88.1
Other Health Impairment	122	82.4
Other Disabilities	10	38.5
Speech/Language Impairment	84	89.4
District	388	77.6
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	46	0.9	1.4
Emotional Disturbance	20	0.4	1.0
Intellectual Disability	10	0.2	0.4
Learning Disability	159	3.2	4.2
Other Health Impairment	148	3.0	2.5
Other Disabilities	43	0.9	1.0
Speech/Language Impairment	96	2.0	1.9
All Disabilities	522	10.7	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	32	6.1	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	53,710,588	11,054	8,769
Instructional Supplies and Equipment	1,284,438	264	275
Improvement of Instruction and Educational Media Services	3,929,425	809	487
Student Support Services	2,590,292	533	965
Administration and Support Services	6,546,613	1,347	1,600
Plant Operation and Maintenance	7,671,099	1,579	1,472
Transportation	3,227,693	600	786
Costs of Students Tuitioned Out	3,308,444	N/A	N/A
Other	1,246,503	257	178
Total	83,515,095	17,061	14,642

Additional Expenditures

Land, Buildings, and Debt Service	9,184,630	1,890	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	9,640,220	41.9	35.6
Noncertified Personnel	3,262,601	14.2	14.5
Purchased Services	1,666,109	7.2	5.0
Tuition to Other Schools	3,308,444	14.4	21.4
Special Ed. Transportation	1,165,297	5.1	8.5
Other Expenditures	3,973,995	17.3	14.9
Total Expenditures	23,016,666	100.0	100.0
PK-12 Expenditures Used for Special Education		27.6	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	94.4	94.1
State	4.6	4.8
Federal	0.8	0.9
Tuition & Other	0.1	0.1

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	82.8	87.5	88.1	87.6	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	80.8	72.9	.	84.0	.	.	.	.
Students with Disabilities	74.6	75.1	77.6	74.2	.	.	.	.
High Needs	76.0	75.7	78.4	75.4	.	.	.	.
District	94.3	94.4	94.6	93.6	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.
Students with Disabilities	65.8	72.3	66.1	69.5	.	.	.	.
High Needs	64.8	72.5	66.1	69.5	.	.	.	.
District	90.5	93.5	91.0	93.1	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	90.6	87.2	93.2	82.4	1,391	88.8
Curl Up	87.5	96.9	99.1	97.8	1,391	94.8
Push Up	88.0	88.6	94.3	91.6	1,391	90.4
Mile Run/PACER	92.3	94.6	95.2	84.2	1,391	92.0
All Tests - District	71.4	77.5	85.2	72.5	1,391	76.6
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	39	87.2	89.7	No	90.1
District	316	97.2	94.0	Yes	94.0
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.8	287	83.2
Male	89.7	255	77.5
Black or African American	*	*	*
Hispanic or Latino	90.0	23	76.7
White	92.4	501	80.7
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A
Students with Disabilities	60.0	12	30.0
District	92.3	542	80.4
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	90.3	97.1
Male	88.1	97.6
Black or African American	88.1	*
Hispanic or Latino	*	*
White	90.2	97.1
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	91.1	90.9
District	89.2	97.3
State	72.7	88.5

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Darien School District

Narratives

School District Improvement Plans and Parental Outreach Activities

This narrative outlines the plans and activities for improvement in the Darien Public School District with specific references to improving special education programs and services for students with disabilities, truancy prevention, and engaging parents in the planning and improvement of school programs. The goals and objectives of the Darien Public Schools guide district and school improvement. Targets for the current year support continuation of Professional Learning Communities in all of district schools with the goal of promoting and advancing learner-centered practices that improve student learning. Grade level and department teams throughout the district meet on a regular basis to collaborate on projects to improve instruction, including, examining student work, lesson study, and develop pre/post assessments to inform instruction. The district also provides outside consultants to work closely with teaching staff to enhance their teaching environments. In the elementary schools, our mathematics program is with Investigations and some units are supplemented by Math in the City. The secondary level is expanding literacy development with trainers from Teachers College Readers and Writers Project. With regard to special education, all building professional staff members have received training this year to assure that students with special needs receive an appropriate education through which they can be successful learners in the general education environment. Scheduling and caseloads are designed to provide high levels of collaboration between their general and special education teachers. Truancy prevention will be address through the development of Student Success Plans for middle and high school students to assure that everyone has the supports they need to meet their learning goals whether academic, career, social, emotional or physical. Administrative staff members in all of the schools pay careful attention to student attendance and follow up promptly to assure that appropriate supports are in place for students to attend school regularly. Darien has a goal directed at improving systems for communication with parents and the community so that everyone has a clear picture of the district philosophy and programs. Some efforts will include a district newsletter, expanded parent workshop offerings, white papers on core philosophies, website accessibility and community focus groups. The district capitalizes on the strong support and on-going feedback received from district and school parent organizations.

Efforts to Reduce Racial, Ethnic and Economic Isolation

In an effort to increase interactions among students with varying backgrounds, we took part in: The Center for Global Study Interdistrict Magnet Prog; the Regional Ctr for the Arts Magnet; The Westhill Vocational Agriculture Program; the Stamford Academy of Information Tech & Eng'g; the Western Region CMEA HS Music Festival; FCIAC HS competitions; CSDE Interdistrict Music Composition Prog. Students participated in activities that foster interactions between students attending schools in the area such as Debate Team, DECA, Robotics Club, Ultimate Frisbee, JETS, Math Team, Model Congress & Model UN. We also participated in the A Better Chance Prog; Respect for Differences, Building with Books; Person-to-Person; Anti-Defamation League: NAMES Program, & the China Youth Exchange. Students from other communities were in residence in Darien through the ABC Prog. We have a formal intercultural exchange with a high school in Shanghai, China & in Qingdao, China. Students are involved in clubs such as: Asian Culture, Community Council, Embrace, Ethnic foods, Int'l Club, Invisible Children, Unite for Africa & Global Connect. At the middle school, there has been collaboration on a project to link students in Darien with students in Darien, Panama. At the elem level, students connect with local agencies to support social initiatives for children & their families in neighboring towns. Some of our elem schools participate in rdg & discussing books chosen to raise social awareness relating to race, culture, ethnicity, & socio-economic status. We have an Int'l Culture Com as part of our PTO that plans activities including an Int'l Culture Night & presentations to students to broaden knowledge of different cultures. Periodic mtgs with the entire student population focus on kindness, acceptance, celebrating & embracing differences & complexity. Student & teacher participation in interscholastic athletics, music & theater activities remain high, so through these we maintain student-to-student interaction with urban & suburban schools in the region.

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Equitable Allocation of Resources among District Schools

By virtue of its policies and practices, The Darien Board of Education recognizes the need to provide equal education opportunity and access to resources at all of its schools, but especially among its five elementary schools. The annual budget, developed in part on the basis of per capita formulas, ensures that adequate resources are available to all programs and students K-12. Even in the area of PTO contributions, guidelines have been established to ensure that all schools have substantially similar access to enrichment funds. The school district adheres to a general class size policy and identifies purchasing priorities each year to be certain that resources are allocated to specific programs, schools, projects and human resources. District initiatives are identified through system-wide planning and curriculum evaluation processes. These initiatives are discussed publicly throughout each year's budget process. In addition, assessments are conducted each year to determine the needs of individual school buildings.